

LC2411: CULTURE AND SOCIETY IN FRENCH-SPEAKING COUNTRIES

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Culture and Society in French-Speaking Countries

Subject Code

LC - CFML CSL Language Centre

Course Number

2411

Academic Unit

CFML CSL Language Centre (LC)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English supplemented by French

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English supplemented by French

Prerequisites

LC2401/LT2401/CLA2401 French 1; or
LC2406/LT2406/CLA2406 Intensive French 1 and 2

Precursors

Nil

Equivalent Courses

LT2411/CLA2411/CLA3411/EN2872 Culture and Society in French-Speaking Countries

Exclusive Courses

Nil

Part II Course Details**Abstract**

This course aims at giving students (mostly in French) the opportunity to learn not only about the French culture and society but also to acquire knowledge of the countries where French is spoken at different levels. At first students will learn how the French society has been shaped through its geography and its history then they will get a better understanding of the French people through their habits, politics, festivals, etc. On the other hand, students will get an overview of the French speaking community in the world.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Have a basic understanding of the French culture and society in order to ease the communication with French speakers		x	x	x
2	Get an overview of the French speaking community around the world		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Tutor presentation, oral discussion including discussion on cross-cultural themes, group work	1, 2	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	2 quizzes (midterm and final) on the topics covered in class	40	

2	Group presentation in English on a French related cultural topic of their choice (after discussing its feasibility with the tutor). A hard copy of the presentation must be handed in.	1, 2	50	
3	Participation in class	1, 2	10	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Quiz

Criterion

Demonstrate an ability to learn and absorb the content of the material provided in class through MCQs

Excellent (A+, A, A-)

The student is able to apply proficiently the content that was learnt and discussed in class

Good (B+, B, B-)

The student is able to apply most of the content learnt and discussed in class

Fair (C+, C, C-)

The student is able to apply some of the content learnt and discussed in class

Marginal (D)

The student is hardly able to apply the content learnt and discussed in class

Failure (F)

The student cannot apply the content learnt and discussed in class

Assessment Task

2. Group presentation

Criterion

Demonstrate an ability to present a simple topic in the target language, using grammatical features and appropriate sentence structures and vocabulary at an A1.2 level of the Common European Framework of Reference for Languages.

Excellent (A+, A, A-)

The group's pronunciation is intelligible and perceptible almost like a native speaker. There are no or a few grammar or sentence structure mistakes. The presentation is clear, well documented and well structured. The information provided is comprehensive.

Good (B+, B, B-)

The group's pronunciation is intelligible with a few mistakes. There are a few grammar or sentence structure mistakes. The presentation is structured with interesting information but with a few spelling and/or sentence structure mistakes.

Fair (C+, C, C-)

The group's pronunciation is not very accurate but still understandable. There are some grammar or sentence structure mistakes. The presentation is not very well structured and lacks information.

Marginal (D)

The group's pronunciation is not accurate and difficult to understand. Many grammar and/or sentence structure mistakes make the conversation difficult to follow. The presentation is not structured and the information provided is poor.

Failure (F)

The group's pronunciation is not accurate and not intelligible. The presentation provides no accurate information, is not structured, and is full of spelling and/or sentence structure mistakes.

Assessment Task

3. Participation in class

Criterion

Demonstrate the ability to participate (in English) in group discussions and to ask and answer questions whenever it is required.

Excellent (A+, A, A-)

The student actively participated in each class

Good (B+, B, B-)

The student participated in some classes

Fair (C+, C, C-)

The student only participated from time to time

Marginal (D)

The student participated to the class very little

Failure (F)

The student didn't participated at all in any class

Part III Other Information**Keyword Syllabus**

Geography (regions, places). History. Population (races, religion, urban/rural, etc.). Politics (parties, government, elections, etc.). Food and wine. Festivals. Cinema and radio (actors, directors, singers, etc.). Entertainment (sport, theatre, holidays, leisure). Arts (literature, paintings, buildings, etc.). French Speaking countries: location, differences, French language, Francophonie.

Reading List**Compulsory Readings**

Title	
1	Course booklet (provided by the coordinator)

Additional Readings

	Title
1	Sylvie Poisson-Quinton, Evelyne Siréjols, Cécile Bruley (2010). Intro. Méthode de Français. Paris. Clé International
2	Guy Capelle, Robert Menand (2009). Le nouveau Taxi 1. Paris. Hachette
3	Maia Grégoire (1998). Grammaire Progressive du Français. Niveau Débutants. Paris : Clé International
4	Lucile Charliac, Jean-Thierry Le Bougnec, Bernard Loreil, Annie-Claude Motron (2003). Phonétique Progressive du Français. Paris : Clé International
5	Claire Miquel (2001). Vocabulaire Progressif du Français. Niveau Débutant. Paris : Clé International